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PRIMARY READING AND PHONICS

HELPFUL SUGGESTIONS
By CUNDY

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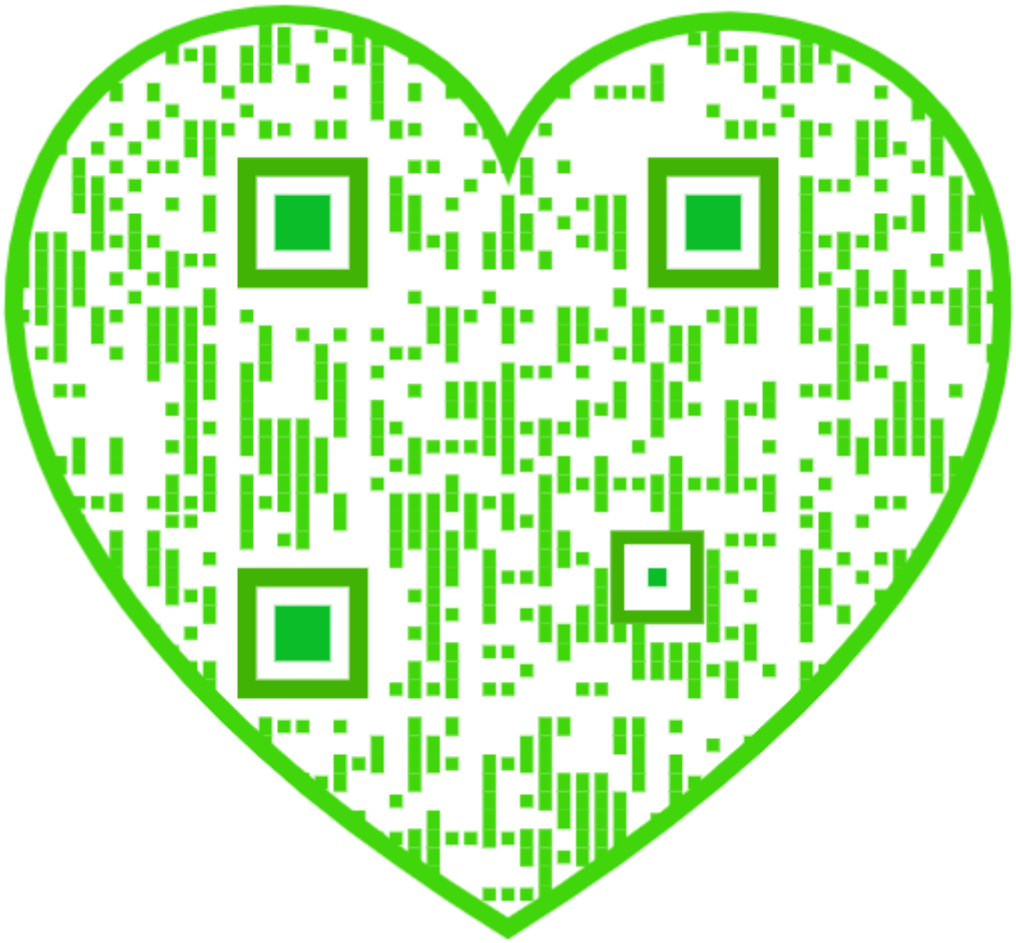

SUGGESTIONS

For Teaching

PRIMARY READING and PHONICS

BY

J. E. CUNDY

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Introduction

To teach reading effectively, some systematic plan or method must be followed which will give beginners independent control of the mechanical processes involved and at the same time give them power to interpret the thought of the printed page.

Vital Defects in Many Reading Methods

In the past many elaborate systems or methods have been worked out and used in the schools with greater or less success. Most of these methods have been analytic in nature, analyzing our spoken language into its phonetic elements and then drilling on each of these elements in type words. Most texts which follow these methods consist largely of disjointed sentences, built out of phonetically selected words, as they are from day to day developed.

Recently, experimental psychology has given us new light on the reading process. Dr. Edmund Burke Huey, Dr. John Dewey, Dr. G. Stanley Hall and many other scientific investigators have pointed out vital defects in prevailing systems and have urged important changes in our teaching methods, in harmony with the new psychology of reading. They call attention to special faults in present methods:

(1) **The stress is placed upon the mechanical to the neglect of the development of thought power.** In the words of Dr. Huey, "The actual aim that has guided in the selection and arrangement of most of the early reading matter has been to develop the power to recognize and call words, making reading a matter of pronouncing mainly." So we see that by making word mastery the end, these methods produce readers of words rather than thoughts.

(2) **The child's interest—his only motive for learning—is ignored,** since no vital content is provided for him. Dr. Dewey in speaking of what he terms the "utter triviality of the contents of our school primers and first readers," says, "they lack the essential of any well-grounded method, viz: **relevancy to the child's needs.**" Any method which ignores interest is extremely wasteful of energy. For interest is the most powerful impelling force; when it is lacking, compulsion must be used, which results in too much laborious drill.

Too Much Oral Compared with Silent Reading.—It is high time the teachers of our public schools were recognizing the fact that about 95 per cent of the reading done by the reading public as well as the pupil in the upper grades is silent reading and that for this reason the most of the time should be given to the development of rapid and good thought getting from the printed page silently. Too much time has been given to the mechanics of reading compared to the time given to the real function of the reading process—thought getting.

The educational interests of our country owe a great deal to the Iowa Elimination Committee for their splendid treatment of the common branches. Their work in reading is so comprehensive and good that I have quoted extensively from this report on the general treatment of the subject. This report represents the best thought of the day and should be carefully applied to our teaching.

We wish also to acknowledge the courtesy of the Iowa State Teachers' College Training School in allowing us to use the outlines on reading and phonics for courses of study and lesson plans.

Aim of This Booklet

In preparing this work on Reading and Phonics, no attempt has been made to give any particular method or device which the author might choose for his own teaching but rather to put before the teacher enough material on the general principles of teaching reading and phonics, together with somewhat detailed explanation of two of the most commonly used methods, to enable the teacher to work out or select the plan that she thinks is the best suited to herself.

The suggestions offered herein represent some of the best modern ideas on the teaching of reading and phonics, and we offer them with the idea that they will enable the average teacher to better understand the importance of these subjects and how to get better results in teaching them.

Reading

No other subject receives so much time and attention, especially in the primary grades as that of reading and yet it is quite commonly agreed that the subject of language and reading are the most poorly taught of all the subjects and at the same time are the most important. There are many reasons why this is true, among which are a wrong conception of the relative importance of oral and silent reading and at the same time not recognizing the fact that reading is a thought getting process more than a thought expression by the individual. In dealing with the subject of aim, oral and silent reading, preparing lesson, diacritics and rate of reading, the Iowa Elimination report 1916 reports as follows:

Aims of Reading

This committee placed the aims of reading under three heads, viz: (1) **knowledge,** (2) **attitude or interest,** and (3) **skills,** and gave them in the following detailed manner to show the problem of the teacher:

Knowledge Aim.—It is essential that the individual acquire a knowledge of the mechanics of reading and it is equally as essential that this work be made incidental particularly in the lower grades. **The necessary knowledge of phonetics can be given without making it the chief concern of the work of the first two years. The work in diacritics need receive no attention until the child begins to prepare to use the dictionary.** The use of the dictionary will likely proceed in the regular order—finding the pronunciation of words in the third year, meaning of a few selected words in the fourth year, and gradually further use for finding synonyms, etc. At present, too much of the emphasis in reading is placed upon mechanics of reading and this emphasis needs to be changed.

With the development of the modern reader, illustration has come to hold a prominent place. The child should acquire a **knowledge of the picture** as an aid to the interpretation and appreciation of the thought on the printed page. On the other hand, the pupil should be led to realize that imagery or mental pictures are an accompaniment of certain reading material such as stories, descriptions, etc. From the first the ability of the pupil to image the ideas presented must be developed.

A knowledge of the imaginary, or ideal, found in the folk stories, nursery rhymes, fables, history, biography, etc., taught in the primary grades, is necessary to the proper development of the imagination. Without a knowledge of these the child must live a relatively narrow and commonplace existence. On the other hand, care must be exercised to prevent over-stimulation of the imagination without giving opportunity to realize its appropriate expression.

The pupil should gain through his reading of history, biography, stories of adventure, etc., an acquaintance with the **best qualities of human nature.** Knowledge of these qualities—the mental, moral, and spiritual traits of a highly civilized people—and an appreciative attitude towards them will virtually help in developing these traits in the individual.

The elementary school course in reading should aim to give some **knowledge of the literary forms.** Recognition of the fundamental differences between prose and poetry is possible to children of the lower grades. This knowledge should be a by-product of a sympathetic study of poetry and prose selections which appeal to the pupil, rather than an independent aim from set lessons on forms of literary expression. Probably of the simpler prose forms the eighth grade should find the pupil acquainted with description—both scene and character; while he should know at least the four line stanza and possibly the narrative poem.

Interest, Ideals and Attitude.—The second great aim of reading is to create on the part of the reader proper **interest** and **ideals.** Literary study should seek as the major aim:

(a) Development of a **love for the beautiful, and good and the inspiring in Nature, Man and God,** as revealed and idealized in literature. It is here that an opportunity is given for the calling out and exercising of the feelings—a time when there shall be a legitimate occasion for legitimate emotion.

(b) It should seek **the development of appreciation of literature itself.** Here we have two phases of literary appreciation: (1) enjoyment of content tending to modify the reading standards of the individual so that what the individual reads is worth while; (2) enjoyment of form, tending to establish reading habits that what is read has merits because of its form, rhythm, style, structure, vocabulary, etc. As illustrations of the second phase, compare the appreciation of literature as evidenced by readers of the cheap, sordid, imaginative stories and such a masterpiece as "Treasure Island."

Skill and Facility.—Skill in silent reading—**ability to extract thought from the printed page, the ability to interpret and enter into the writers' experiences and feelings**—constitutes the chief problem under this head. Some standards for skill have been established, but they deal only with the rate of reading and reproduction of material read. The Kansas Silent Reading Standards are the most readily available, and it is an easy matter to test pupils for comparison.

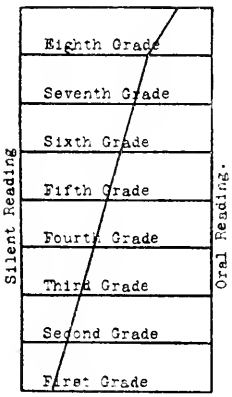
Skill in the oral expression of what is read has been made the chief purpose of elementary reading instruction in the past. The standards of oral reading are well established since it is the most measurable of the skills embodying **fluency, correct expression** and

pronunciation. While oral reading has recognized value, the present tendency is to place the greater emphasis upon silent reading, as it is of more evident and more constant service to the individual.

Oral and Silent Reading

All sane teachers agree that one phase of the reading work has been neglected in the past —that of silent reading. The emphasis has been placed upon oral reading, not because teachers saw any definite relation between the emphasis placed upon it in the school and its use in later life, but because it lends itself admirably to teaching and testing purposes. The ability of a child to recognize words and his ability to give oral expression to those words are the most easily tested phases of the reading process. The teacher is able to tell by his pronunciation whether or not the pupil recognizes the word and whether or not he can pronounce it. By the fluency of expression and by the inflection of the voice of the pupil while reading, the teacher **imagines** she can tell whether or not the pupil understands that which is being read. However, the frequent re-reading orally of a passage or selection by the pupils or teacher results in the various pupils acquiring the same inflections as the teacher, but it does not follow that the passage read is understood.

Authorities tell us that 95 per cent of our reading in later life is silent reading. This being the case, the training that the pupil receives in his reading class should not be of a type to make him an oral reader. **Emphasis must be placed upon the silent reading** of the child, for upon this silent reading ability depends the progress of the pupil in school. As will be seen from the chart below the amount of time to be given to silent reading should increase through the grades. During the primary grades the practice of oral reading should predominate, but according to Dr. Judd the rate of oral reading is, in general, exceeded by the rate of silent reading in the fourth grade. Since the quality of the silent reading seems to be better than the oral reading in these and succeeding grades, common sense indicates that in the fourth to eighth grades the amount of time spent in silent reading should steadily increase. **Even in the primary grade a definite attempt should be made to have the pupil do some silent reading;** otherwise when the fourth grade is reached the pupil will have become a confirmed oral reader and his efforts at silent reading will result in "lip-reading." Under these circumstances his speed of reading will be that of oral reading, which means that he is a slow reader."



Preparing for the Lesson The reading lesson is one which too frequently both the teacher and pupil approach without adequate preparation. The pupil in his study period has his attention centered on the mechanical phases; the teacher having this sort of a standard does not feel it necessary to make a thorough study of the reading lesson because she feels that she can usually pronounce the words in the reading lesson and knows her broader experience will enable her to criticize the oral reading of the pupils as to inflection, pronunciation, phrasing and the like. What critical study is made of the thought involved in the reading lesson is too frequently a by-product of the oral work. The reading of a certain passage indicates in a general way the pupil's lack of understanding and a question is then asked as to the meaning of the passage. In other words, the oral reading has preceded interpretation, whereas the order should be reversed. For if the reading selection has been well interpreted by the pupil, many of the problems of the oral reading will have been solved. From "How to Teach the Fundamental Subjects," by Kendall & Mirick, the following for the lower grades has been taken:

The teacher, then, will need to teach the pupils how to set themselves tasks. Some of the following suggestions may be helpful:

Make a list:—
Of new words
Of the people in the story
Of words hard to pronounce
Of words hard to spell
Of places in the story
Of birds, flowers, or trees.

Suggest a different title for the story:—
Tell how many incidents it contains.
Compare it with another story, and give reasons for preferring one or the other.
Tell which person you like best, and give reasons.

It is evident that if the pupil is to make adequate preparation for the reading recitation, **he must be guided and directed in his study period.** Furthermore, if the reading recitation is to be something more than a "desultory rest period," the teacher herself **must have a definitely thought-out plan.** She must have a definite idea of the purpose of her lesson, of her method of procedure and of the content of the selection.

Dr. C. A. McMurray gives in his Special Methods in Reading the following suggestions: "In **the assignment of the lesson** the teacher has a chance to give the children a glimpse of the pleasure that awaits them. This should be done briefly. If it is historical, locate the time, place and geographical setting. Sometimes it pays to spend five or ten minutes in attacking the difficult words. Let the class read on and discover words or phrases that puzzle them. Let the difficult forms be put on the board and syllabicated

if necessary. A brief study of synonymous words and phrases may be in place."

"Skill, originality, and teaching-art are much needed in the assignment. It is not how much the teacher says, but the **suggestiveness** of it, the **problems raised**, the **questions** whose answers lie in the examination of the lesson."

"It is a mistake to decline all helpful and suggestive study of the next lesson in class, on the ground that it invalidates the self-activity of children. **Self-activity is not encouraged by requiring children to struggle with obstacles they have not the ability to surmount.**"

Sight Reading The reading of selections which have not been studied beforehand, should not be attempted except with material ordinarily used for lower grades. It should be material which the pupil can readily understand even when burdened with the two-fold problem of recognizing the words and of giving oral expression to them.

Diacritics In past years there has been a distinct tendency on the part of primary teachers to give the children considerable knowledge of diacritics in the first grade. It was thought, and is still thought by some, that a knowledge of diacritics is a help to the pupil in that it makes him independent of the teacher in pronouncing new words. The present prevailing tendency is to omit the use of diacritical marks in the first and second grades, and with that tendency this report is in hearty accord. Children may be told that the vowel is long or short but the vowels should not be marked since they do not appear in this manner in the reading text. In subsequent years, beginning with the third and fourth grades, a knowledge of diacritics becomes increasingly important since the pupil must soon begin the use of the dictionary. The replies to a recent questionnaire sent to the cities of Iowa of more than 3,000 inhabitants indicate that with but few exceptions the primary teachers object to the use of diacritical marks in the first year.

Subject Matter for Reading Course

The reading material which will best realize the aims stated must not be selected in a formal or arbitrary manner. The selection can not be made—as frequently is done—on the basis of literary merit alone. The appeal which the reading material makes to the child's interests, its suitability to the psychological age of the pupil, its aesthetic value, its moral worth, its literary value, and, above all, its social utility—all of these standards must be considered in making the selection. The subject matter for the instruction in reading should be chosen not only for the attainment of skill in interpreting what is read, or for the acquisition of information, but above all it should be such as will develop a stronger interest in the pupil for reading. It must, therefore, ap-

peal to the child's interest and motive. In fact, the pupil's love for reading must be so strong that when he leaves school he will want to continue his education through discriminative reading of newspapers, magazines and books of all kinds, rather than to confine himself to the sporting page or the comic sheet of the daily newspaper. Even if it were possible to secure this desire to read through the use of selections of the best literature we should not limit the pupil to this class of material because we also wish to interest him in the world of science, commerce, industry, agriculture, nature, etc.; in the lives and achievements of great men, both present day and past; in the habits and experiences of other peoples; in stories of great inventions and adventure in current events; indeed, in all that constitutes the complex social world in which we live. With such reading material, the work of a progressive teacher need not degenerate into a slavish attempt to have pupils master the mechanics of reading, or acquire a vast fund of information. But with the attainment of these ends should come an appreciation of what is read and an ever increasing interest in the world of affairs.

It is difficult to make a distinction between reading and literature, and it is really unnecessary to do so. The material for reading should be selected because of its **intrinsic value.** It frequently involves much useful material in science, history, current events and, of course, gradually leads to the best type of literature in its broadest sense and having for its purpose the implanting of ideals, acquainting the reader with the experiences and emotions of other people—whether real or imaginary; familiarizing him with the vocabulary and language of those writings which have proved their worth through years of use, and interest him in the commercial, industrial, scientific, historical phases of society.

Grade I.—In no grade has there been in recent years such a vast change in the reading material as in the first. Formerly the desire to give the child ability to pronounce words was so strong that the primer was filled with sentences utilizing words based on the same phonograms. The plan of feeding a child for weeks on material like "A fat cat had a rat," "Tad has a fat rat," "A man had a hat," does not meet the approval of teachers in the present day. The best of the modern primers eliminate material of this character not only because it possesses nothing of interest to the child, but because it centers the attention of the pupil solely upon the mechanics of reading to the exclusion of the meaning of the sentence or paragraph.

The lists given at the end of this section contain the stories, poems and other selections which have been found best to meet the requirements suggested above. They include the well-tested Mother Goose rhymes, fairy stories, fables, some simple nature material, and a large number of simple poems of child life, especially those written by Robert Louis Stevenson.

The teacher must not think, however, that she is to get all of her material from books. The **blackboard and home made charts** must be constantly used to supplement the printed book. It is here that the teacher can use many of the every day incidents of child life, especially those which concern her own pupils. In this way the reading lesson has an immediate application, readily understood by all of the children.

At all times the teacher should keep in mind the necessity of the child understanding and enjoying what he is reading. The great difficulty is for the teacher to select such material which is interesting and yet give sufficient drill upon certain words in order to make sure of their recognition by her pupils. It is necessary that the teacher study the word-lists of many of the primers and reading books for the first grade so that she may find stories which logically follow one another in that they give an opportunity for drill upon the same words. Briefly, she must recognize that the **most effective drill can be secured by the selection of interesting story material in which the same words are used over and over again.** Furthermore, there must be enough of this material supplied to provide sufficient practice in reading. During the first year an average class should read from six to ten primers and books meeting the standards stated above.

Grades II and III.—The standards given for the selection of material for Grade I do not differ essentially from those governing the choice for the second and third grades. Yet the teacher should keep in mind that, as the child grows older, his knowledge and appreciation of the various phases of the social world are constantly increasing, and the range of interests covered by the reading material selected must keep pace with the child's interests.

Most educators agree that the mechanical phases of the reading process should be fairly well mastered by the close of the third year of school. If this requirement is to be met in a satisfactory manner then the pupils in each of the second and third grades should read five or six supplementary books in addition to the basic reader.

Hosic advocates the teaching in the third grade of one long story made up of successive well defined units. As examples of these he suggests among others a version of Robinson Crusoe and the story of Troy. Other examples will be found in the list printed at the end of this section.

In all of these grades much literature should be presented to the children orally by the teacher. In early days, literature was developed and was perpetuated in this manner. The oral rendition still holds its charm for the adult and to an even greater degree it appeals to the child. The teacher, then, should strive to be an adept in the art of story telling.

List by Grades of Selections for Story Telling

Grade I

Fairy Tales (for young children) ..... Grimm

Grade II

Hiawatha ..... Longfellow
Nature Myths ..... Holbrook

Grade III

Seven Little Sisters ..... Andrews
Little Lame Prince ..... Craik
Fables, Folk Stories and Legends ..... Scudder
Child's Garden of Verses ..... Stevenson
Fairy Stories and Fables ..... Baldwin
Stories of Great Americans for Little Americans ..... Eggleston
Pied Piper of Hamelin ..... Browning
Big and Little People of Other Lands ..... Shaw
Legends of the Red Children ..... Pratt

Grade IV

Fifty Famous Stories Retold ..... Baldwin
Robinson Crusoe ..... Defoe
Fairy Tales ..... Anderson
Alice in Wonderland ..... Carroll
Old Greek Stories ..... Baldwin
Bird's Christmas Carol ..... Wiggin
Adventures of a Brownie ..... Craik
Fables ..... Aesop
Water Babies ..... Kingsley
Rab and His Friends ..... Brown
Each and All ..... Andrews
Thirty More Famous Stories ..... Baldwin
Pinochio ..... Collodi
Docas, the Indian Boy ..... Anedden

Form and Thought Side of Reading

There are two sides to reading, whether oral or silent, the thought side and the form side. While the reading lesson proper deals with both aspects, attention must be paid to them by way of preparation before the lesson begins. Proper vocalization should be insisted upon during the phonics lesson; the quick recognition of words should be given before the lesson begins. Before setting the children to reading the sentences of the advanced lesson, attention should next be centered upon the thought of the lesson, thus the atmosphere for an enthusiastic recitation being secured. There may be many devices for securing the interest in the reading lesson, and there may be many devices for breaking up bad habits, but there is only one way to secure good oral expression, and that is to induce the children to think the thought, to feel it and to want to express it.

Rate of Reading and Standard Tests

In most of our schools the tendency is toward a development of slow readers. The object in view should be to develop rapid readers or gleaners of thought from the printed page. Too many of us are handicapped by not being able to quickly get the thought from papers and books we read from day to day after leaving school and recognize to our sorrow the loss of valuable time from the habit of slow reading.

Spend much time in drilling for speed in silent reading for thought. Occasionally devote a period to it, allowing pupils to contest in the gleaning of thought for a certain given time, the substance to be produced in writing, or to see which can read the farthest and give the thought.

For standard tests, write your state university or your state teachers' college.

Story Telling in the Grades The telling of stories in the grades has a very definite place and might be carried with much profit to a greater extent than is usual. Stories that are to be read in the second grade and that are worthy of considerable time and study, should be given orally in the first grade. This creates an interest that will carry over to motivate the reading of it in the next grade. Robinson Crusoe well told in the second grade will be read and studied with much greater interest and appreciation in the third. It is well for some of the story telling in the primary grades to be told with this purpose in view and thus make reading a thing looked forward to with pleasure. McMurray says: "The oral manner is the true way to let the children delve into the rich culture-content of stories and to awaken a taste for their beauty and truth."

Primary Reading

Reading in the primary or the first three grades is given more time and attention than any other subject because it is fundamental to their other school work and general education. Because of this great importance attached to primary reading, many methods of teaching the subject have been devised, some good, some poor, but none that has been recognized as possessing merit enough to displace the others.

Methods

Methods of teaching primary reading are classified as either synthetic or analytic. Synthetic methods begin with the letter or sound and build words and sentences while the analytic method begins with either the sentence or the word and analyzes it into its elementary parts. Among the former are the alphabet, phonic, and phonetic methods, and among the latter are the word, sentence, and story methods.

While there may be a great deal of importance attached to a method, yet there is but one procedure by which a child learns and for this reason the thing of most importance is the teacher herself, the teacher's personality. The teacher succeeds in teaching reading not because of the mechanical routine of the method she uses but because she puts herself into the method and thereby gets life into it. It is quite generally agreed that, while having done good service in the past, the synthetic methods are no longer

considered of sufficient merit to justify anyone in teaching reading by either of them, especially when the knowledge of the analytical methods is so common.

Essentials of a Modern Method

1. **A vital point of contact**; reading should begin in real content. All synthetic methods whether alphabet, phonic or phonetic fail in this respect. None of these recognize that reading cannot be made vital to children unless it begins in their lives, in their needs, desires, etc. No child feels any urgent desire to learn letters or sounds. They mean nothing to him. All children love a story in any form and are at once interested in the reading of it. Modern methods of reading begin with some language unit as the word, story, or sentence. However, authorities disagree as to which is the real language unit of the child but any of these methods may be made to conform to the general principles of a good system of teaching reading, the essential thing being to so use it as to thoroughly motivate the work.

2. Reading is **an analytical process.** The child is shown the sentence or word and is taught to recognize this not by the letters or sounds in it but by its appearance as a whole.

3. After the mastery of a good stock of words by sight, the child should **learn the sounds of the symbols** that make them up. It is also essential that all phonics be an outgrowth of his stock of sight words.

Any method that violates any one of these principles is unpedagogical and will not result in the development of the best reading habits.

Whether you use the word, the sentence, or the story as your basis, you will nevertheless use the sentence in teaching it. If the word method, then the word is taught by association with objects, pictures, etc., and then using it in sentences as a basis for teaching other words. If you begin with the sentence you teach the sentence and learn the words from the sentence. In beginning with the story, it simplifies the work by grouping your word list for you and by furnishing a strong motive for learning to read. This seems to be the method most popular today among critics and supervisors. The Eclectic method, however, seems to be the one most successful in the hands of the average teacher. It is sometimes defined as consisting of the best parts of the various methods, adapted to the teacher's work.

Sentence Method

Klapper says that the sentence method is likely to lack system, lack interest, not being related to the child's interests, that it is as uninspirational as the word method but without the skillful and careful gradation; that it is but an introductory device and must soon use the phonic drills to teach independent word recognition.

This may be true in the hands of the untrained teacher where she uses sentences and words in a haphazard way but there is no reason why as in the case with any other method, the sentences may not be selected from the primer or from an accumulative story.

Eclectic Method

The Eclectic method, according to Sherman & Reed, is based on the following principles:

1. Basis—The word as the most convenient unit for beginning.

2. These words should be grouped into related sentences as soon as possible.

3. Make an immediate connection between the word and the idea it represents by use of objects, pictures, etc.

4. The introduction of phonics after the list of sight words is sufficient.

5. A large use of the child's love of action as dramatization, cutting, drawing, etc.

Procedure—

1. Motivation—It must be remembered that the first step by any method is to create a strong desire in the child to learn to read. In the Eclectic method, as in any other method, this is an easy matter by the use of the story, interesting pictures, the child's interests at home and playground, etc.

2. Words—Use words that are related to child interests and better still, use them in such a way that the words as taught may be framed into sentences which in turn are part of some story whole. This suggests the idea of taking your primer, an accumulative story, or reader as the basis for word and sentence selection. The idea is to prepare for independent reading as soon as possible. Begin by telling a story, or asking questions, or by presenting the object, or a picture, and writing the word upon the board. Write in various places and in various sizes. In like manner present action words by the use of the idea or action. If we begin by the word method then our word list should be something as follows:

1. Names of common objects that can be had in the school room.
2. Names of actions that can be performed in the school room.
3. Words from first pages of the primer.
4. Parts of the body and building.
5. Common expressions that must be often used, as "the," "to," "an," "I see," etc.

3. **Phonics**—Phonics should not be taught until the stock of sight words is large enough so that the teacher may present the easiest phonograms first. The usual rule is to begin at from six to twelve weeks or after from sixty to eighty words have been taught.

4. Dramatization—The last step in an Eclectic is to utilize the child's love of action in dramatization, cutting, folding, drawing, sand table, games, illustrated stories in paper cutting and pasting, etc.

The McGlosky Method— A Story Method

This method makes the cumulative story the basis which delights the child with its rhythm and creates a strong desire on the part of the child to learn to read, which is the first essential. Again, he wants to read the material at hand.

The manner of teaching primary reading by this method is as follows:

General Outline—

1. Present the informal story to arouse an interest.
2. Present the formal story with its rhythmic repetitions, e. g., in the story "The Kid That My Father Bought for Two Pieces of Money."

A kid, a kid my father bought
For two pieces of money.
A kid, a kid.
Then came the cat and ate the kid
That my father bought
For the two pieces of money, etc.
The kid, the kid.

3. Repeat the lines frequently until they are well in mind.
4. Dramatize and recite the piece to keep up the interest until memorized.
5. Suggest the pleasure of reading the story alone and thus set up a strong motive for reading the selection alone.
6. Place first sentence on the board and teach the various words by comparison with the same placed on other parts of the board and named by the teacher after which the pupil is to find it in the sentence and so on.

Procedure—

1. WORD RECOGNITION—Under this method word recognition is taught:
   a. By position of the word in a known sentence, first, second, third, etc.
   b. Comparison of the unknown word with the same word in known sentence.
   c. After words are learned, by reading new sentences from old words.
2. PHONICS—Begin phonics after a good stock of words are learned.

The McGlosky method bases its work largely upon cumulative stories for the first half year teaching three to four during this period and without question the story as a basis or motive is the most popular idea as a starting point for primary reading in our training schools and with special primary teachers.

Script or Print The question as to whether the primary teacher should begin the teaching of primary reading by the use of script or print is an old one and one that is still asked but after a little consideration it is easily seen that a primary teacher cannot use the print first on account of the slowness and again on account of the fact that pupils should see the word as whole. Otherwise it makes little difference. In changing from script to print it should be done just previous to the time when we desire to put the book into the hands of the pupil and can be very easily and quickly done by writing words or sentences with print underneath, etc. It is a simple matter.

Text Book The text book can be used easily after the stock of words is large enough and after the class recognize these words in print. This is probably at the end of two to three months. However, the new lessons should be introduced from the board largely during the first year.

Lesson Assignment Before the end of the first year the child will be able to use the book in preparing the very short lessons. Prepare them for this lesson during the phonics period. The picture may be used to motivate and to illustrate the thought of the lesson. Teach pupils how to study by asking them questions or writing the questions on the board as a guide for their seat study.

The First Recitation This should be a study lesson guided by short assignments in the form of questions that may be answered in sentence to be read, e. g. The teacher says, "What does the first sentence tell us? Study. When ready to tell us, look at me." After the sentences are read separately the selection should be studied to be read as a whole.

Reading Subject Matter for Primary Grades

PREPARED FOR USE IN IOWA STATE TEACHERS' COLLEGE TRAINING SCHOOL

Grades I.-IV.

In the first year, literature and reading are not combined. Use is made of jingles and stories as found in readers and primers because of the thought they contain which helps the children to read for thought and recognize words as part of the content. Anyone who has made a study of readers and primers will know that the subject matter they contain has not been chosen for its literary value. Those who appreciate the difficulty first grade children have with the mechanical side of reading will recognize that training of literary taste cannot be the main purpose in the reading work.

In the second grade the emphasis in reading is still placed on the niceties of the mechanics. There is a still a paucity of literary merit in the contents of the readers, but by the end of the second year children can begin to read for appreciation and en-

joyment, and an effort is made to select when possible such stories as are written in good literary style.

In the third grade the children are less hampered by a limited vocabulary. There is an effort to introduce into the reading stories for their own sake rather than for the purpose of drill.

In the fourth grade though the mechanics are still halting, such books as Alice in Wonderland, Pinochio, and other simple books in the original form can be read and appreciated.

The work in phonics is given to help the child to become independent in reading. For this purpose the following work is presented, which is carried through the first two years as new material, and is given in the third grade as review.

Course of Study for Primary Grades

The method of teaching reading in the first grade begins with sentence work. The children learn to recognize sentences taken from familiar rhymes and jingles or experiences they have had. Later, groups of words are singled out for recognition and finally words themselves. By the middle of the winter term the children apply their knowledge of phonics to help them read the new words.

In the second grade the children find their own difficulties in their attempts to read from readers. These are made clear by help of word drills, word groups and diacritical markings.

The units of reading are thought groups rather than sentences. There is need in this grade for the informational type of reading, such as description of the process of gathering and boiling maple sap into syrup, or the report of a trip down town to see where buildings used to be when Cedar Falls was first settled.

In the third and fourth grades more emphasis is placed upon silent reading and reading for appreciation and enjoyment. By this time the children have become familiar enough with the dictionary to make use of it in working out the meaning and pronunciation of difficult words.

SUBJECT MATTER

I. Oral Reading. **Grade I.**

1. Blackboard work.
   Mother Goose Rhymes.
   Experiences in hand work.
   Experiences in nature study.
   Experiences on special days.
2. Reading Cards.
   Matching cards with printed rhymes, illustrated with those not illustrated.
3. Primers and Readers. (Until last part of spring term when two periods a week are given to silent reading.)
   All of Merrill Primer.
   All of First Reader.
   All of Story Hour Primer.

All of Story Hour First Reader.
All of Free and Treadwell Primer.
All of Mother Goose Primer.
Elson First Reader.
Grover Folk Lore Reader.
Horace Mann First Reader.
Selected readings from two Nursery Rhyme books by Blanche Fisher Wright.

Grade II.

I. Oral and Silent Reading. (Oral twice a week; silent three times a week.)

1. All of Story Hour I. and II.
Stories of Red Children—Brooks.
Myths of Red Children.
Stories of Eskimo Children.
All of Merrill I. and II.
All of Progressive II.
All of Elson II.
All of Beacon II.
All of Aldine II.
Story Hour III. (some stories.)

II. Library Reading.
Fables from Afar—Bryce.
That's Why Stories—Bryce.
Stories and Fables—Bryce.
Fairy Tales—Grimm.
Stories for Little Folks—Baldwin.
Bunny Rabbit's Dairy—Blaidsell.
Ned and Nan in Holland—Olmstead and Grant.
The Dutch Twins—Perkins.

III. Stories for Special Days.
Story of Washington's Boyhood.
Legend of St. Valentine.
The First Thanksgiving.
Stories of Christmas.
The First Easter Egg.
(These stories are taken from miscellaneous readers or any source available, and vary from year to year.)

Grade III.

Grade III. Readers.
Story Hour II. and III
Elson Primary School II. and III.
Art Literature II.
Progressive Road to Reading II. and III.
Brownie Tales—Cox.
Aldine II. and III.
Horace Mann II. and III.
Merrill II. and III.
Alice in Wonderland.

Daily Lesson Plans

To further aid teachers in carrying out the ideas suggested, a few illustrative lesson plans are given herewith:

DAILY PLAN—FOURTH LESSON IN BEGINNING READING. 20 MINUTES IN LENGTH

Prepared by Edna B. Lick, Critic in Training, I. S. C.

The House That Jack Built

Teacher's Aims—

1. To adapt the story to the children's limited knowledge of reading so that they may feel an incentive for self-directed effort.
2. To aid the children in mastering technical difficulties in the way of learning to read the story.

Children's Aims—

1. To read a story about the pictures they have drawn.
2. To be able to read to others from their books.
3. To be able to read "The House That Jack Built" from other books.

Introduction—

Here are your books in which I have written the story about your pictures as you suggested. Would you like to be able to read the story yourself? Do you think of someone else who would enjoy hearing you read the story?

BODY

Matter.	Method.
This is the house that Jack built.	What does the first picture show? Who built this house? This sentence tells these two things.
This is the malt that lay in the house that Jack built.	What does the second picture show? Where was the malt? What groups of words can you find here that you also found in the first sentence? Will you show us one group of words that you find, Howard? Show us another group, Alice. Now can you all read the whole sentence? Will you read it to us, Kemper?
This is the rat, that ate the malt that lay in the house that Jack built.	What does the first group of words in this sentence tell? What did the rat do? Read all about the rat. Can you find the words that say "ate the malt?" Find them, John. What groups of words have you here that are like those you have read before? Can you read all of this sentence, Marian?
This is the cat that killed the rat that ate the malt that lay in the house that Jack built.	What happened to the rat? Read the story about this last picture. What groups of words have you read before? Can you find them on another page in your book?

Conclusion—

Do you think you could read this story if you had no pictures to help you? Would you like to try it tomorrow? Would you be able to tell whether the story had been written correctly in your book? We shall examine the books tomorrow.

FIRST GRADE READING LESSON AS TAUGHT FROM PRECEDING PLAN

By Edna B. Lick, I. S. T. C. Training School.

The children, having shown an interest in pictures about "The House That Jack Built" which they had found in Caldecott's picture book, were told the complete story. Some of the children expressed a desire to draw "The House That Jack Built" on the blackboard. They did draw the house and at the teacher's suggestion were anxious to have a lesson on drawing the malt, the cat, and the rat. Some children drew other characters in the story. In giving the drawing lesson the teacher had the children fold their papers into pamphlet form and place one drawing on each page.

When the drawings were finished the teacher asked. "Do you think that anyone who did not know the story of The House That Jack Built could tell what these pictures meant?" The answer was "No." Then what could we do to make the story more clear? The children answered, "We could tell the story or we could write it in the book."

As the children were unable to write the story themselves the teacher collected the books and wrote the story for them.

Upon returning the books to the children she asked, "Would you like to be able to read this story yourselves?" The children expressed their desire to do so.

The teacher drew a house on the board and wrote: "This is the house," reading it to the children before writing the next group of words "that Jack built." Children were then asked if they could tell which words said "This is the house" and if they could find the name of the boy who built the house? They did so readily.

The teacher then drew a sack of malt and wrote "This is the malt." She read this to the children and had them discover the likeness in "This is the house" and "This is the malt." Then she asked "Where was the malt?" The children answered: "It was in the house." The teacher explained that she had not written it just this way in their books although it meant the same. She wrote "that lay in the house" and read it to the children. Then she wrote "that Jack built" and by comparing this group of words with the same group in the first sentence the children were able to read it independently.

The next two sentences were developed in the same manner, the teacher reading less and the children more as the repetition increased.

In conclusion the teacher suggested that they might not always have the pictures to aid them in reading the story and asked whether they would like to try reading it without pictures. The children were of differing opinions as to whether they could or could not do this but were anxious to try it the next day.

DAILY LESSON PLAN EMPHASIZING SILENT READING—THIRD GRADE

Prepared by Amy F. Arey, Acting Critic Primary Grade I. S. T. C. Training School.

The Camel and the Pig

(Merrill Second Reader, pp. 7-10.)

Teacher's Aims—

1. To help the children to an intelligent enjoyment of the story.
2. To increase the pupil's ability to get the thought.

What fables have you enjoyed reading? Whose fables were all written by Aesop. Here is a fable that was written in India. Let us see what kind of a story these people enjoyed.

Matter	Method.
Page 7.	The picture tells you who the story is about. I wonder what they are saying to each other. Read the story and find out. Here are some questions I will ask you after you have read it. (Questions written on the blackboard.)
Part I.	What did the camel think he could prove? What was the pig going to prove? How did the camel show that he believed he was right? How did the pig show that he believed he was right?
Part II.	How did the camel prove his point?
Part III.	How did the pig prove his point? Did the camel lose his hump? Why not? Did the pig lose his snout? Why not?

Conclusion—

What do you think the camel and the pig learned? Would you like to read another fable from India? The next story is one. Shall we read it tomorrow?

How to Teach a Poem in the First Grade

Where the Boats Go By—Stevenson.

Teacher's Aim—

I. To develop the appreciation of the poem and to create a desire on the part of the pupils to read it.

II. To teach the poem as a reading lesson.

Pupil's Aim—

I. To hear a poem about a little boy sailing boats.

II. To give his expression of the poem as a reading lesson.

This poem is about a little boy who lived near a river. One of his favorite plays was sailing boats on the river. First he gives us a picture of the river.

"Dark brown is the river,
Golden is the sand;
It flows along forever
With trees on either hand."

As he puts his boats into the stream, he sees other things floating, green leaves, and water bubbles.

"Green leaves a floating,
Castles of the foam,
Boats of mine a-boating—"

and then he wonders—

Where will all come home?"

He watches and watches as they sail, asking himself that question—

"Where will all come home?"

He sees the river moving steadily on—

"On goes the river
And out past the mill;
Away down the valley,
Away down the hill."

Then he thinks that other children like to sail boats on the river. He imagines that some children along way off may watch the river and may find the boats he is sending out on the river.

"Away down the river,
A hundred miles or more,
Other little children
Shall bring my boats ashore."

The teacher reads the poem a second time without comment.

Would you like to read the poem? Assigns the poem for a study. Prepare questions for the board to guide them in their study. Have them read and discuss the poem in class.

In the teaching of any poem that is worth while, it is well to give opportunity for all the ways of expressing it that are possible in order to fully get the beauty and interpretation of the poem and to stimulate a love for it in its beauty, e. g., have them work out this poem on the sand table dramatizing as much as possible. Have them draw, cut, fold, color and memorize and recite the poem. In fact, as long as interest is kept high we cannot give too much expression to it.

The following list of poems for study and memory work in the first three grades is given by the Iowa Elimination committee. This list may seem short but it is true that too many poems are gone over in these grades with too little appreciation and it is better to take a few choice pieces and teach them well as to teach so many poorly.

Grade I.

Good Night and Good Morning.....Lord Houghton
Rain .....R. L. Stevenson
The Cow .....R. L. Stevenson
The Wind .....R. L. Stevenson
Bed in Summer.....R. L. Stevenson
Twinkle, Twinkle, Little Star.....Jane Taylor
Little Birdie .....Tennyson

Grade II.

The Fairies .....Wm. Allingham
November ..... Alice Cary
Thanksgiving Day .....Lydia Marie Child
How the Leaves Come Down.....Susan Cooledge
Wynken, Blynken and Nod .....Eugene Field
The Duel .....Eugene Field
Lady Moon ..... Lord Houghton
Seven Times One .....Jean Ingelow
The Brown Thrush .....Lucy Larcom
The Blue Bird .....Mrs. Emily Huntington Miller
Daisies .....Frank Dempster Sherman
The Swing .....R. L. Stevenson
My Shadow .....R. L. Stevenson

Grade III.

Marjorie's Almanac .....Thos. Bailey Aldrich
The Tree .....Bjornstjerne Bjornson
Norse Lullaby .....Eugene Field
A Boy's Song .....James Hogg
September ..... Helen Hunt Jackson
The Owl and the Pussy Cat.....Edward Lear
Selections from Hiawatha .....H. W. Longfellow
A Visit from St. Nicholas.....Moore
America .....Samuel F. Smith
Where Go the Boats? .....R. L. Stevenson
Sweet and Low..... Tennyson

Suggestions

1. Have your lessons planned a week in advance. Have your devices and seat occupation work ready to supplement and to aid the regular lesson plans.

2. Make your recitation periods short rather than long and do not attempt to teach a lesson unless you are prepared and wide awake. Make the recitations snappy but not boisterous.

3. When a child reads with poor expression or fails to get the thought, do not ask him to read again until by questioning you have led him to correct his errors.

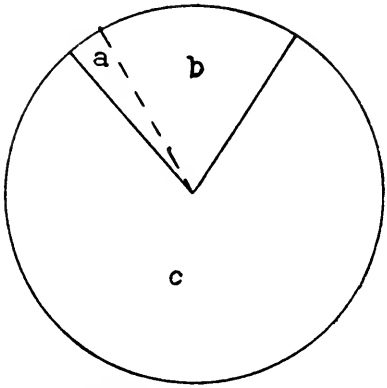
4. Sight reading should be given frequently, from the board for younger classes and from outside books for the more advanced. Always use material a grade below the class for sight reading and with no new words.

5. Silent reading should be carefully planned and may occupy a few minutes of each recitation. and at times the whole recitation period.

Phonics

In past years primary teachers over-emphasized the value of phonics. Today, most of the progressive teachers advocate the beginning of phonic work not earlier than six weeks after the child enters the primary grade. At the end of the first year he should know the elementary sound values of the letters of the alphabet. Since the sound values of letters and of phonograms is so important a matter in the spelling of words, this phase of the work should receive emphasis in the second and third grades.

The following diagram from Kendall & Mirick shows the comparative proportion of time which, in their judgment, should be devoted to the mechanics of reading, and to mental and emotional training.



a—Phonics

b—Meaning and pronunciation of words.

c—Mental Training—
Information
Inspiration
Enjoyment

Reasons for Teaching Phonics

The object of introducing phonics into any method of teaching primary reading is to give the child a key to his reading work whereby he may be independent. The proper teaching of phonics enables him to become quite independent of his teacher in the preparation of his reading lessons and gives the consciousness of power that is another motive for reading as well as a thrill of joy. Many primers are constructed purely to fit some special outline for teaching phonics. This does not make a good system as it is mechanical and lacking in interest. The phonics should be based on the reading instead. The final efficiency of a reading method is greatly reduced if the power for independent reading is not reduced to a habit.

General Principles in Teaching Phonics

1. Phonics must be taught as they become necessary, and must be an outgrowth of the stock of sight words.

2. Phonics should not be taken up until the stock of words is large enough to permit the teaching of the simpler phonograms first.

3. Teach the simpler or easier phonograms first. Ward in his "Rational Method of Teaching Reading" gives the following principles that determine which phonograms should be taught early:

a. Those that are uttered with ease by the children; m, f, p, s, are examples of these while th, wh, r, cannot be included under this head.

b. Those that can be prolonged into words without losing their identity. The phonogram ight is compound, but when it is sounded in words like light, bright, night, its sound, it, is as clear as when it is sounded by itself. But let the reader sound the phonogram ar, er, or, first as three separate sounds and then speak the words beggar, editor, and singer. The untrained ear hardly differentiates the sound of begger from beggar or editor from editer. Hence er, or, ar, ir, and ur are classed as difficult phonograms.

c. Those that are common to many words of frequent use. The phonogram, th, (voiced) is difficult, but must be taught early, because the frequency of its use tends to make its correct enunciation more simple.

d. Phonics must be given a separate period if the best work is to be accomplished. They are, as a rule, a preparation for the reading work of the day.

Klapper says that phonics must be co-ordinate with the thought of the lesson in any reading method for the following reasons:

a. The child must develop a habit of attacking new words that occur in his reading.

b. Ability to recognize these new word-forms is determined by a knowledge of phonograms and the sounds they represent.

c. The correct sound cannot be uttered unless the child hears it correctly. A study of phonics must sharpen auditory perception and develop greater sensitiveness for correct sound through systematic ear training.

d. A correct sound cannot be uttered unless the child has perfect control of the necessary organs of speech. Through phonic drills the child learns to use the organs of speech in perfect co-ordination.

e. A systematic and graded study of phonics develops clear articulation, correct enunciation, and proper voice control; without these the purity of the English language degenerates to the careless and vulgar level of the street.

5. Omit diacritical marks largely the first year. Teach only those varying from the general rules of phonics. Teach them in the third and fourth year as a preparation for the use of dictionary.

6. Every phonic lesson should begin with words containing the specific phonogram to be taught. The words selected for phonic analysis must be known at sight. The sequence of the complete lesson is therefore: From sight words to phono-

gram, from phonogram back to a rich stock of words formed by phonic synthesis.

7. As far as possible phonic drills shall be made a conscious goal for the children. They should realize that phonic mastery means better speech and independent reading. The attitude which the children will then take toward ensuing lessons will dispel seeming drudgery, and will guarantee active co-operation and interest in personal progress.

8. In blending, place the burden on the child. The test of efficiency of the lesson lies in the ability of the child to read new words. It is therefore unwise to give undue aid during the synthetic step.

9. All results of phonic blends should be real words. Frequently children should be required to give evidence of ability to recognize new words by acting them out, drawing them, or pointing to objects they represent. Thus the phonogram taught was ing; sing, ring, etc., should be taught to show recognition.

10. Recognition of the words of a given family taught should be instantaneous and with no lip reading.

11. Where numbers will permit for convenience and for the best results, group the members of the class according to their abilities.

How to Teach a Phonogram

The question naturally arises as to how can a phonogram be taught or the lesson be developed in order to secure the best results in a limited time? The following outline is given by Klapper in his "How to Teach Reading" for teaching a phonogram taking for illustration, the phonogram **ight**:

I. The Teachers' Preparation—The teacher must ask:
   1. Is the phonogram in the correct place in the graded series of phonic lessons?
   2. Does the phonic element **ight** grow out of sight words previously taught?
   3. Will the element be useful in later word building and will it give the pupil ability to read a long list of words independently?
   4. Have all the mechanical details been mastered?
      (a) Is there any doubt about pronunciation?
      (b) Is there any doubt about the position of the organs of speech in order to produce the sound of **ight?**
      (c) Is the complete list of words containing the phonogram **ight** ready?

II. Ear training is the initial exercise of the lesson. The children hear the teacher pronounce a number of words containing the phonogram **ight** with exaggerated clearness. The children are then called upon individually to sound the words and are criti-

cised by their teacher and their classmates. The teacher tells a story and introduces the words might, sight, right, tight, etc., with unusual clearness and then calls on the pupils for individual reproductions of these words or sentences. Another procedure is to give the children the words might, fight, etc., and ask them to think of other words that rhyme with these. Any method that will sharpen auditory, perception, make the children sensitive to the sound of **ight**, and give them a good apperceptive stock is an excellent preparation for the lesson.

III. Phonic analysis, which isolates the sound **ight** is the next effort of the lesson. This the teacher can accomplish in one of two ways:

1. By exaggerated slowness of utterance, f-f-f-f-it, m-m-m-m-it, etc., or (2) by a comparison of the family of **ight** words. In the second procedure the teacher asks the children to listen for a similar sound in the following series: Right, tight, sight, fight, etc. When the sound of **ight** is isolated the children are called upon individually to utter it with great distinctness. This step ends when the children learn the visual symbol **ight** in both written and printed form.

IV. The synthetic step or the blend is the last step in the lesson for the child now learns to read any word whose basal phonogram is **ight.** It is here that the fruits of phonic analysis and ear training is reaped, and the child develops independence in reading.

How to Develop a Rule in Phonics

Whether we teach by the word, sentence, or the story method, the first sight words come from these sentences and are the basis for his phonic work. From these sight words are selected certain stock words.—e. g. words containing short a, short i, etc., and that do not have any silent letters are selected for teaching of the first rule. The words having short a are first analyzed by means of hearing. In this manner the child is able to recognize the separate sounds that make up the word. The sounds are at first exaggerated or separated to make them distinct. The words are then written on the board for the children to sound. This is done until the child can find the letters representing the several sounds. This is done with the other words containing the other short vowel sounds until the pupil recognizes these vowel sounds when standing alone. He then is told that these letters are vowels and notes that there is but one vowel in the word. He can then be told that this sound of the particular letter is short and be led to state the rule. The next step is the application of the rule. This is done by giving him a list of words first with but one of these letters and later a mixed list as mat, hen, sit, etc. These words are for drill on the rule and can be taken from any source as long as they are real words.

Phonics Devices

To facilitate the drill of blending known phonic elements with a phonogram to produce a new word, mechanical devices are valuable.

1. An ordinary cardboard, 24 to 30 inches long and 3 inches wide has a hole an inch or more from each end. A circular disc of cardboard 18 inches in diameter is arranged with a hole in its center. Write the letters to be used in blending for new words on the edge of the circular disc. Fasten the disc to the cardboard strip above so that it will turn freely when suspended from the top of the blackboard. Place on the board beside the disc, the phonogram to be used. Turn the disc and ask the pupils for the new words.

2. To familiarize children with long and short sounds of vowels in words, make a set of cards, half of them containing short sounds and the other half words containing more than one vowel, thus showing that the presence of a second vowel in a word of one syllable changes the sound from short to long, as cap, cape, met, meat, etc.

3. Pupils may write upon their slates or paper all words in the reading lesson containing the letter c. Place those having the soft sound in one column and those with the hard sound in another.

4. After phonograms are studied, pupils may build as many words as possible from the proper phonic elements, e. g., in, pin, etc.

5. Let children find words using the letter s, in reading lessons and select those having the natural sound for one column and those having the z sound for another column.

6. Write a list of blend letters on the board as bl, cl, tr, fr, fl, etc., and let the children combine with any phonograms they know that will make a real word.

7. Make a list of all the words in the reading lesson that have a given sound.

8. Give each child an envelope containing cards, some of which have blend letters and some phonograms which the children have learned in class. Let the pupils put these together to form words, old or new.

9. The teacher may, from a list of words on the board or from sentences used in class, underline or erase words. Children give, as the words are underlined or erased.

10. Write words on the board and call them fish in a pond, apples on a tree, etc., and allow the pupils to race to see who can sound and name them first.

11. Give two children pointers. Allow another to call words from a list and the two pupils race by pointing to the right words.

12. The teacher may use flash cards for quick perceptior drill. Have a set of cards with the phonograms, words, etc. The teacher holds card up to pupils. The one naming or sounding correctly first is given the card. This is a game and the one getting the most cards wins.

Many devices may be planned for the teacher. The main consideration is to make the device relate and use the material of the reading lessons and to utilize the children's interests as far as possible. The game or contest is good for this as it intensifies the interest and attention.

Outline of Phonics

Grade 1.

I. Ear Training.
   a. Words that rhyme—from Nursery Rhymes.
   b. Words that begin with same sound.
   c. Words that have like vowel sounds.
   d. Separating words into sounds.
   e. Blending sounds into words.

II. Blackboard.
   a. Words beginning with like consonants.
   b. Words ending with like consonants.
   c. Words having like vowel sounds.
   Separation of words into symbols (Consonants and Vowels) representing sounds as sh-ee-p, s-k-i-p.
   e. Combining symbols to make words as:
   Changing **tap** to **cap** to **rap**, etc.
   Changing **tap** to **tack** to **tam**, etc.
   Changing **tap** to **tip** to **top**, etc.
   Changing **tap** to **sap** to **sip** to **sit**, etc.

III. Three rules of phonics.
   a. One vowel in a word or syllable not at the last is short.
   b. One vowel in a word or syllable at the last is long.
   c. Two vowels in a word or syllable, the first is long, second silent.

IV. Phonograms.
   ing, ight, igh, ow, ou, aw, ar, er, ir, ur, or
   th, wh, sh, ch, ck, qu, oy, all, oi.

Grade II.

I. Two rules of phonics.
   a. **c** before **i, e,** or **y** is usually soft.
   b. **g** before **i, e,** or **y** is usually soft.

II. Phonograms.
   tion, cion, sion, eigh, ey, eight, au, ty, ly, ry, sy,
   ang, ong, ung, ble, tle, ful.

III. Diacritical marks.
   a, a, e, e, i, i, o, o, u, u, y, y, o u oo, u oo o, are, air, e a, n ng, s, c, c, i y e, o a u.

Grade III.

Review as needed, work outlined in Grades I and II.

List of Words for Drill in Phonics

In making word lists for phonic drills, take the vowels, a, e, i, o. and u, and make phonograms by combining each with the next letter in the alphabet with which it regularly combines to form words. The first letter that combines with these letters is b, making the phonograms ab, eb, ib, ob, ub. The next letters in turn through the alphabet are d, g, m, n, etc.

After the single letters or simple phonograms are used in words begin on the compound phonograms and blend in same way. The following lists are incomplete but words may be added to them as long as the combinations make real words. The teacher should complete these lists as needed, and use them for drill upon rules taught and to further familiarize children with the phonetic elements. Plan reviews from time to time taking words from various sources.

(1)

—ab	—eb	—ib	—ob	—ub
bab	web	bib	bob	bub
cab		fib	cob	cub

(2)

—ad	—ed	—id	—od	—ud
bad	bed	bid	cod	bud
cad	fed	did	hod	mud

(3)

—ag	—eg	—ig	—og	—ug
bag	beg	big	bog	bug

(4)

—am	—em	—im	—om	—um
ham	hem	dim	Tom	gum

(5)

—an	—en	—in	—on	—un
ban	Ben	bin	con	bun

(6)

—ap	—ep	—ip	—op	—up
cap	rep	dip	cop	cup

(7)

—at	—et	—it	—ot	—ut
bat	bet	bit	cot	but

(8)

—ax	—ex	—ix	—ox
lax	vex	fix	box

(9)

—ack	—eck	—ick	—ock	—uck
back	beck	Dick	dock	buck

(10)

—aff	—iff	—off	—uff
raff	riff	doff	buff

(11)

—ash	—esh	—ish	—osh	—ush
dash	mesh	dish	bosh	gush

(12) —ell —ill —oll

(13) —ess —uss —oss

(14) —atch —etch —itch —otch —utch

(15) bl— blab

(16) br— brad

(17) dr— drab

(18) fl— flab

(19) fr— from

(20) gl— glib

(21) gr— grab

(22) pl— plan

pr— prim

sl— slab

slat

slip

sh— shad

sham

shr— shrad

(23) tr— trad

(24) th— think

(25) thr— thrash

(26) ch— chill

(27) cl— clad

(28) cr— crab

(29) wh— whack

(30) —ng bang

(31) —nk bank

(32) (33)

Drill on long and silent vowels

bail drear boat bake bide code cube

(34) —er— Bert

—ir— bird

—ur— Burt

—aw caw

—au— faun

—a— ball

(36) —ou— bout

—ow bow

(37) —oi— boil

—oy toy

(38) —oo— soon

—o— move

—u— rude

(39) —oo— book

—o— woman

—u— full

(40) —u— cull

—o— other

(41) —or— cord

(42) —ar— car

hard

(43) a— alms

(44) —igh— bright

—i— bide

(45) —eigh eight

—a— bale

—e— bey

(46) —ny pen ny

—ry cur ry

—ly on ly

—ty pret ty

(47) ph— pho no graf

f— fun

(48) —ous joy ous

con— con tain

de — de light

(49) —ble trou ble

—ple cou ple

(50) —tion men tion

—cion sus pi cion

—sion mansion

(51) —cious pre cious

—tious cau tious

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